

Hanover High School Growth & Improvement Plan DRAFT

Shared with NEASC Oct. 25, 2023

Updated 2.21.24 to reflect NEASC Visiting Team report

Updated 12.9.24 to reflect Growth & Improvement Plan Goal 5

**This Copy includes only Priority Goals, Statement of Need, Goals/Objective, Theory of Action,
Alignment with Principles, Measures of Success.**

Goal 1: Complete a transparent and consistent documentation of our curriculum that is accessible to our community externally and internally

Statement of Need What student need do you hope to address with this action plan?	Complete a transparent and consistent documentation of our Curriculum that is accessible to our community externally and internally.
Statement of Goals/Objective What is the goal of this action plan? This should be stated in terms of a measurable outcome.	The goal is to complete the documentation of curriculum across subject areas and grade levels in a consistent format that includes (a) aligning course expectations and assessments for common courses, (b) identifying competencies across the school's curriculum and individual courses, and (c) establishing common language across curriculum/courses.
Theory of Action How will this Goal/Objective address the student's needs?	To accomplish this curriculum documentation, a protected time will be earmarked for staff to work on the curriculum document, improve assessments, and align them with the school and district's core values. More specifically this process includes a commitment to intentionally use a DEI lens in curriculum development and decision-making.

Alignment How is this aligned to the NEASC Standards for Accreditation?	● Principle 2.2 Complete curriculum documentation. ● Principle 2.2a (Cited in NEASC Visiting Team report) There is a written curriculum in a consistent format for all courses in all departments. The written curriculum includes: ● units of study with guiding/essential questions, concepts, content, and skills ● instructional strategies ● assessment practices. ● Principle 2.3 The curriculum ensures that learners demonstrate a depth of understanding over a breadth of knowledge. ● Principle 2.4 Continue to purposefully organize student group learning with clear goals and measurable outcomes. ● Principle 2.7 Learners will demonstrate their learning through a variety of assessment strategies that inform classroom instruction and curriculum. ● Principle 2.6 Use of research based instructional strategies to improve teacher skills and practice that best support student learning. Instructional Coaching is one example of meeting this principle.
Measure of Success How will you know when the student need is being met?	The end result will be a written curriculum in a consistent format for all courses, in all departments that includes units of study with guiding/essential questions, concepts, content, and skills, and integrates the school's vision of the graduate.

Goal 2: Created a system to keep our curriculum document accurate and consistent between courses and in alignment with the Strategic Plan and Portrait of a Learner. This includes common language regarding skills and competencies across departments

Statement of Need What student need do you hope to address with this action plan?	Create a system to keep our curriculum documents accurate and consistent between courses and in alignment with the Strategic Plan and Portrait of a Learner. This includes common language regarding skills and competencies across departments.
Statement of Goals/Objective What is the goal of this action plan? This should be stated in terms of a measurable outcome.	The goal is to establish multiple stages using SMART goals to complete the documentation of curriculum across subject areas and grade levels in a consistent format that includes (a) aligning course expectations and assessments for common courses, (b) identifying competencies across the school's curriculum and individual courses, and (c) establishing common language across curriculum/courses.
Theory of Action How will this Goal/Objective address the student's needs?	Both the Hanover High School mission statement and the SAU 70 Portrait of a Graduate (Learner) speak to preparing students through the lens of Minds, Hearts and Voices. The SAU 70 Portrait of a Learner lists core competencies of empathy, responsibility, critical thinking and communication. The clear identification and intentional integration of these core values and core competencies is the scaffolding for the curriculum documentation and implementation. While this work has been ongoing for over a decade, at this time there is the confluence of three factors that support our school's success in this specific priority area of growth: (1) an adopted SAU 70 Strategic Plan, (2) the Portrait of a Graduate/Learner, and (3) the NEASC self-study. All three have raised awareness and engaged multiple stakeholders in the community (such as the school's students, staff, and administrators) which has resulted in an informed collective commitment to move forward on this priority growth area.

Alignment

How is this aligned to the NEASC Standards for Accreditation?

- Principle 2.2a (Cited in NEASC Visiting Team report) There is a written curriculum in a consistent format for all courses in all departments. **The written curriculum includes:**
 - units of study with guiding/essential questions, concepts, content, and skills
 - instructional strategies
 - assessment practices.
- Principle 1.7: Increase student engagement and foster an equitable, inclusive, and safe culture at Hanover High School.
- Principle 5.1a: Adjust building spaces throughout the school to provide a supportive and safe environment to work. Example: Adjust the upper Computer lab space to create the Academic Support Center which will accommodate students and teachers in a welcoming manner so that we can provide support and a safe environment to work.
- Principle 1.1: Secure school-wide adopted definitions on what these terms mean in our school and our district: “inclusive culture,” “ensures equity,” and “honors diversity in identity and thought.” Identify what this looks like at HHS and measure it with collected data to mark progress towards identified goals.
- Principle 1.3: Continue the school’s ongoing efforts to know, value and connect to each student by taking into account the experiences and culture of students, especially those from historically marginalized communities. The plan includes use of the disaggregated data from this year’s equity audit.
- Principle 1.6: Establish intentional outreach that includes students, families, and community members from historically marginalized communities in decision-making. Identify and then employ the processes that ensure that these voices are elevated and valued.

	● Principle 1.7: Clarify how “civic engagement” and “social and personal responsibility” are defined within our school community. Examine how well the definitions, as well as the school’s culture and practices, value the experiences and culture of historically and currently marginalized communities. ● Principle 2.2: Ensure that the curriculum review process includes an audit of cultural bias. ● Principle 2.4 : Ensure that instructional practices are informed by research based or best practices of cultural responsiveness and neurodiversity. ● Principle 3.3: Routinely disaggregate data to identify patterns of achievement.
Measure of Success How will you know when the student's need is being met?	The end result will be a written curriculum in a consistent format for all courses, in all departments that includes units of study with guiding/essential questions, concepts, content, and skills, and integrates the school’s vision of the graduate.

Goal 3: To make a more deliberate practice of employing our school’s agreed-upon core values in all decision-making at the school level and in overarching district policy.

Statement of Need What student needs do you hope to address with this action plan?	Examine the HHS Mission statement, Portrait of a Learner and Strategic Plan and identify areas in the school where our practice supports these documents and areas that we need to develop and create a plan to develop those areas.
Statement of Goals/Objective	To make a more deliberate practice of employing our school’s agreed upon core values in all decision-making at the school level and in overarching district policy.

What is the goal of this action plan? This should be stated in terms of a measurable outcome.	
Theory of Action How will this Goal/Objective address the student's needs?	This will require an individualized and whole-systems approach that is reflected currently in the SAU 70 Strategic Plan, the SAU Equity Policy and include the School's Growth/Improvement plan. While this work has been ongoing for over a decade, at this time there is the confluence of three factors that support our school's success in this specific priority area of growth: (1) an adopted SAU 70 Strategic Plan, (2) the Portrait of a Graduate/Learner, and (3) the NEASC self-study.
Alignment How is this aligned to the NEASC Standards for Accreditation?	● Principle 1.2: (Cited in NEASC Visiting Team report) Implement the district's Equity Policy. Ensure that the school's core values, beliefs about learning, and vision of the graduate include explicit commitments to diversity, equity, and inclusion. Reflection within the decision-making process, at all levels to ensure that the Portrait of a Graduate/Learner and the SAU 70 Equity Policy are used to inform practice and decision-making. In reporting on decisions, reference will include how the plan aligns with school values (SAU Equity Policy) and Portrait of a Graduate/Learner. ● Principal 3.1(Cited in NEASC Visiting Team Report) <i>The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate.</i> The school develops and regularly updates a school improvement/growth plan that: ● promotes a strategic mindset that incorporates backward design ● includes specific and measurable goals with expected learning impacts ● is informed by the perspectives of the school community and current research ● is aligned with district priorities ● is aligned to the Standards for Accreditation

	• informs decision-making in the school • reflects the school’s core values, beliefs about learning, and vision of the graduate • includes the evaluation of initiatives with opportunities for reflection and input from the various stakeholders. • Principle 3.1a The school has a current school improvement/ growth plan. The school has a plan that includes school-specific goals and informs decision-making in the school. • Principle 1.7: Increase student engagement and foster an equitable, inclusive, and safe culture at Hanover High School. • Principle 5.1a: Adjust building spaces throughout the school to provide a supportive and safe environment to work. Example: Adjust the upper Computer lab space to create the Academic Support Center which will accommodate students and teachers in a welcoming manner so that we can provide support and a safe environment to work. • Principle 1.1: Secure school-wide adopted definitions on what these terms mean in our school and our district: “inclusive culture,” “ensures equity,” and “honors diversity in identity and thought.” Identify what this looks like at HHS and measure it with collected data to mark progress towards identified goals. • Principle 1.3: Continue the school’s ongoing efforts to know, value and connect to each student by taking into account the experiences and culture of students, especially those from historically marginalized communities. The plan includes use of the disaggregated data from this year’s equity audit.
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	● Principle 1.6: Establish intentional outreach that includes students, families, and community members from historically marginalized communities in decision-making. Identify and then employ the processes that ensure that these voices are elevated and valued. ● Principle 1.7: Clarify how “civic engagement” and “social and personal responsibility” are defined within our school community. Examine how well the definitions, as well as the school’s culture and practices, value the experiences and culture of historically and currently marginalized communities. ● Principle 2.2: Ensure that the curriculum review process includes an audit of cultural bias. ● Principle 2.4 : Ensure that instructional practices are informed by research based or best practices of cultural responsiveness and neurodiversity. ● Principle 3.3: Routinely disaggregate data to identify patterns of achievement. ● Principle 3.5: Collect and disaggregate data from course enrollment, co-curricular participation and other areas of student participation and to identify patterns.
Measure of Success How will you know when the student's need is being met?	Evidence of success will be obtained from surveys, focus groups data collection (qualitative and quantitative).

Goal 4: Develop and implement a plan to manage the increasing mental health needs of the school community, both students and staff, to help students and staff achieve a life balance that is integral to wellbeing

Statement of Need What student need do you hope to address with this action plan?	To identify practices that promote student and staff well-being.
Statement of Goals/Objective What is the goal of this action plan? This should be stated in terms of a measurable outcome.	There are 4 parts to this well-being goal. #1. To achieve a school culture where upon examination through surveys, focus groups, data collection (qualitative and quantitative) will demonstrate that ALL students and staff feel safe at school. The school's work on DEI and neuro-differentiated learning needs to continue. Our goal is to demonstrate that ALL students and staff feel safe at school. #2. To help students and staff achieve life balance that is integral to wellbeing #3. To identify with staff and students a shared definition of well-being that can be used to identify practices that promote student and staff wellbeing in our school community #4. Identify and manage the increasing mental health needs of the school community
Theory of Action How will this Goal/Objective address the student's needs?	Students and staff will actively engage in creating a definition of well-being to raise awareness. PD to inform practice that supports well-being for staff and students. Use of existing SEL curriculum to improve core competencies of social and emotional health both staff and students to practice the skills and deposition for resiliency, well-being.
Alignment How is this aligned to the NEASC Standards for Accreditation?	Principal 1.1 (cited in NEASC visiting team report) Secure school-wide adopted definitions on what these terms mean in our school and our district: "inclusive culture" "ensures equity" and "honors diversity in identity in

	thought” Identify what this looks like at HHS and measure it with collected data to mark progress towards identified goals. (Also in Goal 3) ● Principal 1.3 (cited in NEASC visiting team report) Continue the school’s ongoing efforts to know, values and connect to each student by taking into account the experiences and culture of students, especially those from historically marginalized communities. The plan includes disaggregated data from this year’s equity audit. (Also in Goal 3) ● Principle 4.1 (cited in NEASC visiting team report)Develop a support system that all students can access without a referral through the Academic Support Center. ● Principle 1.2 Implement the district’s Equity Policy. Ensure that the school’s core values, beliefs about learning, and vision of the graduate include explicit commitments to diversity, equity, and inclusion. Reflection within the decision-making process, at all levels to ensure that the Portrait of a Graduate/Learner and the SAU 70 Equity Policy are used to inform practice and decision-making. In reporting on decisions, reference will include how the plan aligns with school values (SAU Equity Policy) and Portrait of a Graduate/Learner. ● Principle 1.4 The school’s professional culture and commitment to continuous improvement will include explicit work to build the cultural humility (changed from Cultural Competency) of all educators through professional development that includes building core knowledge, competency and skill practice. ● Principle 3.2 Educators will have specifically identified and protected time to engage in reflection and collaboration, both formal and informal, specific to shifting roles and responsibilities. Next year will begin a cycle of protected departmental meeting times to allow for this ongoing and important collaborative work.
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Goal 5: Establish a formal Growth/School Improvement Plan.

Statement of Need What student need do you hope to address with this action plan?	Establish a formal improvement/growth plan (goals, measurable indicators, actionable steps, etc) that is regularly communicated/discussed. The school will have an improvement/growth plan that includes school-specific goals that also align with the SAU 70 Strategic Plan and Portrait of a Graduate/Learner.. The end result will be a school improvement plan that informs decision-making in the school based on the school's priorities.
Statement of Goals/Objective What is the goal of this action plan? This should be stated in terms of a measurable outcome.	Implementation of the district's Equity Policy has ensured that the school's core values, beliefs about learning demonstrate our commitment to diversity, equity, and inclusion. Intentional and explicit reflection within the decision-making process, at all levels to ensure that the Growth and Improvement Plan, the SAU 70 Equity Policy and the Strategic Plan are used to inform practice and decision-making. In reporting on decisions, reference will include how the plan aligns with school values (SAU Equity Policy) and Portrait of a Graduate/Learner.
Theory of Action How will this Goal/Objective address the student's needs?	The school has identified Priority Goals that: - o promotes a strategic mindset that incorporates backward design - o includes specific and measurable goals with expected learning impacts - o is informed by the perspectives of the school community and current research - o is aligned with district priorities - o is aligned to the Standards for Accreditation - o informs decision-making in the school

	- o reflects the school's core values, beliefs about learning, and vision of the graduate - o includes the evaluation of initiatives with opportunities for reflection and input from the various stakeholders.
Alignment How is this aligned to the NEASC Standards for Accreditation?	● 3.1 The school engages all stakeholders in the development and implementation of a school improvement/growth plan, which reflects the school's core values, beliefs about learning, and vision of the graduate. The school develops and regularly updates a school improvement/growth plan. ● Principle 3.2 Educators will have specifically identified and protected time to engage in reflection and collaboration, both formal and informal, specific to shifting roles and responsibilities. Next year will begin a cycle of protected departmental meeting times to allow for this ongoing and important collaborative work. ● Principle 1.4 The school's professional culture and commitment to continuous improvement will include explicit work to build the cultural competency of all educators through professional development that includes building core knowledge, competency and skill practice. ● Principle 1.2 Implement the district's Equity Policy. Ensure that the school's core values, beliefs about learning, and vision of the graduate include explicit commitments to diversity, equity, and inclusion. Reflection within the decision-making process, at all levels to ensure that the Portrait of a Graduate/Learner and the SAU 70 Equity Policy are used to inform practice and decision-making. In reporting on decisions, reference will include how the plan aligns with school values (SAU Equity Policy) and Portrait of a Graduate/Learner.

	● Principal 1.1 (cited in NEASC visiting team report) Secure school-wide adopted definitions on what these terms mean in our school and our district: “inclusive culture” “ensures equity” and “honors diversity in identity in thought” Identify what this looks like at HHS and measure it with collected data to mark progress towards identified goals. (Also in Goal 3) ● Principal 1.3 (cited in NEASC visiting team report) Continue the school’s ongoing efforts to know, values and connect to each student by taking into account the experiences and culture of students, especially those from historically marginalized communities. The plan includes disaggregated data from this year’s equity audit. (Also in Goal 3) ● Principle 4.1 (cited in NEASC visiting team report)Develop a support system that all students can access without a referral through the Academic Support Center. ● Principle 1.2 Implement the district’s Equity Policy. Ensure that the school’s core values, beliefs about learning, and vision of the graduate include explicit commitments to diversity, equity, and inclusion. Reflection within the decision-making process, at all levels to ensure that the Portrait of a Graduate/Learner and the SAU 70 Equity Policy are used to inform practice and decision-making. In reporting on decisions, reference will include how the plan aligns with school values (SAU Equity Policy) and Portrait of a Graduate/Learner. ● Principle 1.4 The school’s professional culture and commitment to continuous improvement will include explicit work to build the cultural humility (changed from Cultural Competency) of all educators through professional development that includes building core knowledge, competency and skill practice.
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	● Principle 3.3: Educators will examine evidence of student learning and well-being to improve curriculum, instruction, assessment practices, programs and services. The school will continue effective communication and collaboration with families to let them know about student successes and struggles. The school needs to make the path for student learning support and interventions for learning success more clear to parents, students, and staff. Clear and effective communication from the school's academics and Pupil Services Team to better inform and support student success in their extracurricular activities that may include but not be limited to:: athletics, theater, and clubs. ● Principal 3.5: Continue to design and implement school-wide organizational practices to meet the learning needs of each student. Establish multiple transparent and accessible pathways that students can take through the curriculum to successfully achieve graduation. ● Standard 3.2 The school prioritizes staff time so that teachers can be “students of teaching.” Educators engage in ongoing reflection, formal and informal collaboration, and professional development to improve student learning and well-being. Instructional Coaching is one model the school is currently growing.
Measure of Success How will you know when the student's need is being met?	Data collection includes qualitative and quantitative data. Equity Audit and analysis that includes break-out of academic student performance that ensures all students have accessibility to curriculum, and co-curricular activities. Student, staff and family surveys to assess progress made in meeting students' learning needs, communication of the pathways for students to access learning support, and ability to meet learning objectives that students, themselves identify. Strive to create independent, self-motivated learners who have agency in designing their individual learning experiences. Use of SAU 70 data collection as follow-up to the Strategic Plan and tracking measurable goals/progress made.

